TRANSMITTAL SLIP	DATE 2 5 AUG 1983

TO: D/ODP

ROOM NO.	BUILDING

REMARKS:

FROM: , EO/DDA

ROOM NO. 7D-18 Hqs..	BUILDING	EXTENSION

(47)

REPLACES FORM 36-8

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ODP # 83-1227

DD/A Registry
83-3079

EXCOM 83-010
24 August 1983

MEMORANDUM FOR: Executive Committee Members

FROM: Executive Assistant to the Executive Director

SUBJECT: Agenda for the 31 August 1983 Executive
                   Committee Meeting: (1) 1985 Program Review
                   (2) Executive Training Program

As you know an Executive Committee Meeting to review the
1985 Program is scheduled for Wednesday, 31 August, at 1400-1530
hours in the DCI Conference Room. Background papers will be
provided as soon as they are completed by the Comptroller. The
Executive Director wants the Executive Committee to consider a
proposal for a new Agency Executive Training Program at this
session. Attached is an OTE proposal, as well as DDI and DDO
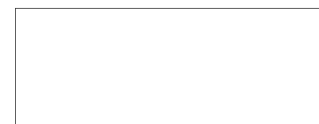papers prepared on this subject, for your review.

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Attachment:
  As stated

cc: Inspector General
     Comptroller

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83-1530 /8

19 August 1983

OTE 83-6303

MEMORANDUM FOR: Executive Director

VIA: Deputy Director for Administration

25X1 FROM: [ ]

Director of Training and Education

SUBJECT: Executive Committee Consideration of Executive Training

1. **The Issue**. On 31 August 1983 the Executive Committee will consider an OT&E proposal for a new Agency executive training program. At issue is the kind of training OT&E should offer to meet the Agency's needs for executive development.

2. **Background**. Since January 1983, the Executive Development Staff of OT&E has been studying this issue.

-- The study began with a survey of 20 external programs to determine how other agencies develop their executives, and what training courses are available in other agencies and at various academic institutions.

-- In April, at a conference convened by the Center for the Study of Intelligence, some 24 participants (GS-15 to SIS-3) identified and explored issues related to executive development. Their observations and suggestions were circulated to the Deputy Directors and their associates, and to the chiefs of offices, area divisions, and major staff elements throughout the Agency for review and comment.

-- Eighty-seven of these senior officials were then interviewed regarding their views on the effectiveness of CIA's program for senior officer development, on the competencies required of Agency executives, and, more specifically, on the Agency's needs for executive training.

-- In studying the results of these interviews, OT&E discovered considerable ambiguity and diversity in perceived needs. We developed a number of options designed to accommodate these differences. These options--with a proposal recommended by OT&E--were circulated to the Deputy Directors in a memorandum dated 14 June 1983.

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SUBJECT: Executive Committee Consideration of Executive Training

3. Observations. OT&E offers the following key observations and conclusions derived from its study.

-- Executive development is a problem of growing proportions in the Agency, requiring the immediate and continuing attention of top management to ensure that CIA will continue to have leadership of the highest quality. (See data in tables at attachment A.)

-- Many executives consider the Senior Officer Development Program as currently constituted as not the best possible approach to selecting, training and developing an executive force that will enable CIA to meet traditional standards of excellence.

-- Because of the diversity in functions and experience of the various directorates, a centralized Agency-wide program for executive development would be difficult to implement and generally is not acceptable to the career services.

-- The range of developmental needs is reflected in the large number of key executives at or near retirement age, the relative youth of others, and the number with less than ten years of Agency experience.

-- Complicating this picture is a trend toward greater specialization in some directorates, and the reduced opportunity for junior officers to serve in assignments outside their basic career services. Our next leaders are not likely to have the breadth of experience of those currently in SIS-3 and SIS-4 positions. Opportunities for such assignments and changes in career among officers at the GS-15 and SIS-1 level are increasingly rare.

-- Finally, we conclude that, to be most effective as an executive, an Agency officer's career should include a progression of challenging developmental assignments in his/her basic career service, and if possible, at least one assignment outside that service to broaden one's Agency perspective. These on-the-job experiences should be complemented by internal and external training courses to help familiarize officers with concepts and techniques that can help him/her perform effectively at the executive level. Such preparation can help the officer make the shift to an executive perspective, and enhance his/her competence at managing complex intelligence activities.

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SUBJECT: Executive Committee Consideration of Executive Training

4.   Proposed Executive Training Program.   After considering
the various training options outlined in our 14 June 1983
memorandum, and given the diversity of developmental needs found
in the career services, we recommend a flexible training program,
comprising a core course to be attended by all officers on their
initial appointment to an SIS-level position, supplemented by a
series of specialized, elective seminars and mini-courses open to
all officers in executive positions.   (See attachments B and C
for training options and OT&E's proposed curriculum.)

     -- The core curriculum would focus on those skills which
are in the purview of most Agency executives, such as dealing
with Congress, planning, delegating, preparing a budget, etc.   It
would give them an Agency outlook, and help them make the shift
to an executive perspective from which they can focus more on the
conceptual level, and on integrating the work of their component
to the rest of the Agency and the government.   It would provide a
training experience that would be common ultimately to all Agency
executives.   By limiting the core course to SIS-level officers,
we would reduce the "miss rate" experienced when we attempt to
train prospective executives in the larger population of GS-14s
and 15s.

     -- The electives would be organized in close
consultation with the career service panels, in an effort to
tailor what is offered to the needs of individual officers and of
the components.   These multiple training opportunities will help
broaden officers in certain skill areas, and provide knowledge
where their prior experience may not have prepared them
adequately to function at the executive level.

5.   Views of the Deputy Directors.   The DDI and the DDO
responses to our 14 June 1983 memorandum are attached.   The DDA
and DDS&T requested that we brief their staffs on the issue.
Directorate reactions to our proposal were generally positive,
although some differences were expressed regarding implementation
strategies.   (See attachments D & E.)

6.   Action Requested:

     -- We request that the Executive Committee approve the
OT&E executive training proposal.

     -- We further request that the Executive Committee
members agree that the Career Services should review their goals
and activities aimed at developing the next echelon of executives
with a view to discussing with OT&E representatives the training
needs of specific candidates.   Discussion would center on the
OT&E curriculum, but could also include consideration of external
training or other developmental opportunties as well.

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SUBJECT: Executive Committee Consideration of Executive Training

-- The Executive Committee may also want to consider whether a broader, more comprehensive review of the professinal and executive development needs of the Agency is needed. Our brief study, although focused on training, suggested that in many respects the Agency has not kept pace with other Federal services nor with much of industry in these fields. In our survey, we heard too often that top officers--or the best ones--can't be spared for assignments intended to provide the breadth of outlook and experience needed by future executives. Training can substitute for some of this, but other initiatives beyond our purview may be in order.

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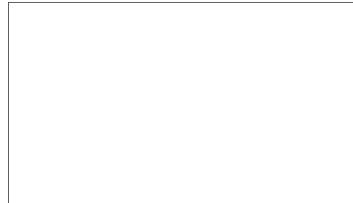
Attachments:
    A1-A5 - Executive Survey Background Data
    B1-B3 - Survey Responses on Training and Competencies
    C - Proposed Executive Training Curriculum
    D - Memo from the DDI
    E - Memo from the DDO

Distribution:
    Original & 21 to Addressee
    1 - Executive Registry

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AGENCY STATISTICS

DIRECTORATE	AVERAGE YEARS OF SERVICE	AVERAGE AGE
DDI	20.95	47.3
DDA	26.06	54.11
DDO	27	52.78
DS&T	15.64	49
DCI	27.58	57.83
Agency-wide	23.34	51.28

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KEY EVENTS

IN EXECUTIVE DEVELOPMENT

	Given position of responsibility early in career.	Given challenging assignment in U.S.	Given challenging assignment overseas.	Right place at the right time.	Help from a senior official.	Rotational assignment.	Change in Career Service.	Working for outstanding manager.	Working for a poor manager.	External training.	Internal training.	Other key events.
DDI 21*		10			8	11		10		14	11	
DDA 18	7		9			6		10				6
DDO 23	16	14	17		10	17		15				
DS&T 14	12	11		12	12		11	12	5			
O/DCI 11		4	3		3	4				6		3
Agency-wide	42	42	39		35	41		49			31	

*Number of people interviewed

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SKILLS, EXPERIENCE, OR TRAINING LACKING
WHEN THEY BECAME EXECUTIVES (as percent of respondents)

	Developmental Assignment	Executive and Management Skills*	Senior School
DDI 21**	29	57	10
DDA 18	6	33	
DDO 23	13	48	9
DS&T 14	50	14	
O/DCI 11	9	43	
Agency-wide 87	21	46	5

*The most frequent responses Agency-wide were budget, personnel planning, interaction with other directorates and government agencies, long-range planning, managing limited resources, conflict negotiation, and oral and written presentation skills, in that order.

**Number of people interviewed.

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EXECUTIVE TRAINING EXPERIENCE

	JOT/CT	Midcareer	Senior Seminar/ SODC	Senior School
DDI 21*	5	14	9	10
DDO 18	17	11	5	1
DS&T 23	2	6	4	2
DDA 14	5	8	7	5
O/DCI 11	5	5	2	4
Agency- wide 87	34	44	27	22

*Number of people interviewed.

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EXECUTIVE TRAINING OPTIONS

% in favor of:	DDI	DDA	DDO	DS&T	O/DCI	Agency-wide
OTE course longer than 4 weeks	63	79	9	43	78	48
broader selection, shorter courses	50	50	69	79	50	64
modular*	54	64	53	86	50	63
part-time (during or after hours)	40	30	50	79	14	48
self-study material	100	29	50	77	67	49

*Modular approach consists of a number of short courses, workshops or seminars dealing with specific subjects.

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EXECUTIVE TRAINING OPTIONS

% in favor of:	DDI	DDA	DDO	DS&T	O/DCI	Agency-wide
Agency-wide courses	79	93	77	86	100	85
use of prestigious schools	75	63	33	64	73	57

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KEY EXECUTIVE COMPETENCIES*

Agency-wide	O/DCI	DS&T	DDO	DDA	DDI		
X	X	X		X	X	Able to view directorate and Agency policies and programs within the context of broad national priorities.	External Orientation
X		X			X	Understand US foreign and national security policy interests in situations affecting your work.	
	X				X	Understand relationships among--and workings of--the Congress, the White House, and other components of the national security and foreign policy community.	
	X		X	X		Understand purposes of the Agency as a component of the government and as an institution in a democratic society.	
		X				Familiar with relevant technological developments.	
	X		X			Understand social and political forces affecting Agency mission.	
X	X		X	X		Recognize the special responsibilities of the public trust, and legal constraints on your component's activities.	
X	X	X	X	X	X	Know organization and responsibilities of the Agency and its major components, and their role in the intelligence process.	
X	X	X		X	X	Able to develop long-range program goals.	Management
X		X	X	X	X	Able to develop and implement action plans for accomplishing program goals.	
X	X	X	X	X	X	Able to organize resources and structures to accomplish program goals.	
X	X	X	X	X	X	Able to establish priorities among alternatives.	
X	X	X	X	X	X	Able to set objectives and evaluate their accomplishment.	
X	X	X	X	X	X	Able to delegate effectively.	
X	X		X	X	X	Able to set individual performance standards and appraise performance realistically.	
	X			X	X	Able to interact with non-career managers, executives and staff personnel.	
			X	X		Able to utilize the basic management support systems in personnel, procurement, and information handling.	
X	X	X	X	X	X	Able to participate effectively in budget and resource allocation decision processes.	
X	X	X	X	X	X	Understand the forces of change, and able to plan for adapting your organization to a changing environment.	
X	X	X	X	X	X	Able to speak and write clearly and concisely.	Interpersonal
X	X	X	X	X	X	Able to coach and counsel subordinates.	
X	X	X	X	X	X	Able to give and receive feedback constructively.	
X	X	X	X	X	X	Able to manage group processes, deal with diverse views and ambiguity, resolve conflicts.	
X	X	X	X	X	X	Able to recognize and overcome blocks to communication.	
X	X	X	X	X	X	Able to use appropriate leadership techniques.	
X	X	X	X	X	X	Able to create an organizational climate which results in a motivated work force.	
X	X	X	X	X	X	Understand when and how to tap various sources of power to build support for your component's goals.	
X	X	X		X	X	Able to negotiate on a wide variety of issues.	
X	X		X	X	X	Possess self-insight and awareness; able to make an accurate self-assessment.	Personal
X	X		X		X	Able to think and act as an executive; have an executive presence; self-confident in an executive role.	
X	X	X		X	X	Have a strategic focus.	
X	X	X	X	X	X	Have an interest in the development of the organization, self, and subordinates.	
X	X	X	X	X	X	Able to evaluate and take reasonable risks to accomplish your component's objectives.	

*with a mean score of greater than 4.0 on a scale of 1=low to 5=high.

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Outline for Two/Three-Week Course for New SIS Officers

Course Objectives:

1. To help new SIS officers make the conceptual shift to an executive perspective.

2. To heighten awareness of the international and domestic -context for Agency activities.

3. To enhance the individual's competencies for managing resources and activities in support of Agency goals.

4. To foster a collaborative, team approach to resolving Agency management issues.

5. To help build a common experience base for Agency executives.

Topics to be Covered:

I. External Environment:
Challenges to U.S. national security interests.
Domestic issues affecting national security policy.
The interaction of intelligence with the policy process.
CIA and the Congress.
CIA and the law.

II. Managing the Intelligence Process:
Human resource management
   o Issues in recruiting, retaining and developing people.
   o How to use Agency personnel management controls and systems.
Regulatory issues and pitfalls confronting the executive.
Strategic planning and the budget process.
Managing large programs.
Specific management and resource issues
   o Collection, technical versus human.
   o Improving the quality of analysis.
   o Trends in covert action.
   o Impact of technological trends on the executive.

III. Executive Perspectives
On becoming an intelligence executive -- personal and professional growth.
Executive leadership -- using power and authority judiciously.
Ethics and the intelligence profession.
The changing role of the Agency -- managing the future.
Corporate wisdom -- goals and views of top management.
Risk -- and taking responsibility for decisions.

EXECUTIVE TRAINING ELECTIVE

The following list is representative of the kinds of training modules that could be presented as part of an executive development program. These short courses could either complement or substitute for an executive overview course. Course content can be adapted to the specific interests and needs of the participants. Additional subjects can be added as necessary.

A. One-Week Courses

These seminars and workshops provide a more in-depth coverage of types of executive management topics introduced in the two/three-week core curriculum. They would require greater student involvement (through case studies and outside preparation) and would focus on the competencies identified as necessary for effective performance in senior executive positions in the Agency.

1. **Creative Problem-Solving:** Covers a variety of approaches to problem-solving at the executive level, including ways of analyzing the problem and gathering information to lead to more creative and effective decisions.

2. **Planning, Budgeting and Financial Management:** The use of strategic planning as a device for management control; our budgetary system; and the mechanics of the budget process.

3. **National Security Policy and Processes:** The national security and foreign policy formulation process, and how intelligence is used in support of that process.

4. **Organizational Change and Development:** How the Agency executive relates to the work of the organization from a macro or institutional perspective. Would cover organizational maintenance, introducing change and innovation, organizational reform, and evolving role of the executive.

5. **Program/Project Management and Evaluation:** Instruction in the principles of managing mega-programs, major projects and other large-scale organizational activities. Program planning, evaluation and control, contract management, how to manage well with limited staff resources.

6. **Information Management:** Recognizing the special role of the Agency as a supplier of information, this course would review executive skills relating to information resource management and office automation.

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7. **Personnel Management Systems and Career Development:** Looks at personnel management from the perspective of an executive, focusing on Agency systems and controls, exploring career development as an element of personnel management, examining the stages of professional and career development and processes such as managing a career service panel, ranking and performance evaluation.

B. **One/Three-Day Courses**

Short symposia involving some outside preparation or readings.

1. **Covert Action (CA):** Covers the current status of our CA, our capabilities, techniques, and perspective of future trends. Also addresses how CA programs are initiated, approved, managed and implemented, the role of Congress, political considerations, and what CA can and cannot do.

2. **Intelligence Collection in the 1990s:** This seminar focuses on changes in the environment for technical and human source collection, and initiatives being considered to meet this challenge.

3. **Quality of Intelligence Production:** An examination of the issue, including consumer reactions (speakers), the status and findings of recent product evaluation activities, management views on current qualitative trends, an exercise in product evaluation, and the effectiveness of Agency efforts to improve the quality of analysis.

4. **CIA and the Congress:** A workshop on the interaction of CIA with the Congress, covering roles of relevant committees, Agency responsibilities to the Congress, budget and oversight implications, and guidelines for Congressional presentations. Includes talks by senators, representatives, staffers, and appropriate Agency executives.

5. **Automation:** Examines the human and organizational impact of the computer revolution.

6. **Seminars on Substantive Issues:** Reviews of major foreign trends or issues affecting U.S. interests with respect to (for example) Soviet policy, the strategic balance, the Middle East, international economic developments--using outside experts from the media, academe, and policy agencies as well as Agency specialists.

7. **Understanding Economic Change:** Explores topics found to be important to the Agency executive in the fields of national and international economics.

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8. <u>Understanding Technological Change</u>: Examines topics found to be important to the Agency executive.

C. <u>Executive Skills and Personal Development</u>

Allows participants to focus on improving practical skills that they will use in their jobs.

1. <u>Writing for the Executive</u>: A workshop focusing on the principles of rhetoric, plus selection of the appropriate form and writing style for different readerships. Methods of clear, concise expression would be practiced.

2. <u>Oral Presentations</u>: A workshop to assist the inexperienced executive who must give briefings to Congress or make public addresses. It would cover techniques, the use of briefing aids, and practice in oral presentations.

3. <u>Computer Skills</u>: Examines how computers can be used to support executive management, including hands-on exercises with a variety of useful programs.

4. <u>Executive Health</u>: This seminar would include an executive physical examination and personal risk assessment. Physicians from OMS would discuss factors such as diet, exercise, and stress in executive performance. There would be an opportunity for individual counseling.

5. <u>Conflict Resolution/Negotiation</u>: An ability to arbitrate and resolve conflicts within one's own organization and negotiate with others is one of the key competencies of an executive. This workshop would introduce some techniques and provide some practice in their use.

6. <u>Guest Speakers on Timely Topics</u>: Prominent authorities would be invited to address selected executive audiences on key issues of policy, management, substantive or professional intelligence interest.

7. <u>History and Lore of the CIA (Directed Readings)</u>: We serve in an organization with an illustrious past, much of which is not known to our newer officers. This program would include outside readings and discussions with officials who participated in selected operations.

9. <u>Executive Practicum</u>: (One day) Incumbent Agency executives (SIS-3s and SIS-4s) will analyze and evaluate a current Agency policy or management problem identified by top leadership. They then discuss their findings with a senior Agency manager (DDCI or EXDIR).

3

5 July 1983

MEMORANDUM FOR: Director of Training and Education

FROM: Deputy Director for Intelligence

SUBJECT: Executive Training Program

        I concur with the recommended approach in paragraph 6 of
your memorandum to the Executive Director. I would add the
following comments:

    -- The Program should be limited to SIS-01s and 02s. The
        shotgun approach of trying to choose who among the
        entire GS-15 population will become supergrades results
        in the waste of considerable training resources on GS-
        15s who will always remains GS-15s. By taking new
        SISers, you cut the candidate population to manageable
        proportions and make it possible to contemplate
        providing training for virtually all senior officers-to-
        be in the Agency.

    -- By working with a smaller candidate population, you also
        make it possible to develop a program of seminars and
        workshops that deal with issues that actually confront
        senior managers and are very concrete (vice the more
        abstract or philosophical approach). For example, these
        officers should be exposed to the Agency-wide budgeting
        process and the tradeoffs that take place, Congressional
        affairs, public affairs, how the Agency fits into the
        NFIP and practical senior management issues.

    -- I would have found your memorandum more useful had it
        indicated what the significant differences were in the
        approaches taken by various components as well as the
        perceived needs and recommendations for an Executive
        Training Program. Should there be an EXCOM on this
        subject, I would recommend a summary of those
        differences be provided. Moreover, I think it would be
        especially useful to have summaries of the positions
        taken by those who will be attending the EXCOM,
        including explicit identification of those who hold that
        view to help focus the discussion. Such candor is
        characteristic of EXCOM meetings and could be useful.

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cc: EXDIR

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4 AUG 1983

MEMORANDUM FOR: Executive Director

FROM: John H. Stein
                   Deputy Director for Operations

SUBJECT: OTE Memorandum on Executive Training

REFERENCE: OTE 83-6300, 14 June 1983

1. Pending issuance this fall of the detailed report on the OTE executive development survey, we would reserve final judgment on the several options outlined in Reference. However, the approach recommended by the Director of OTE in paragraph six of Reference appears most appropriate for the DO at this time. Limiting the course for newly promoted SIS Officers to two weeks would make it easier to assure attendance of DO Officers, although this still cannot be absolutely guaranteed. The modular approach, using one to three day seminars tailored to the individual needs of the senior officers, has considerable appeal since it allows for the flexibility in selection of courses and timing necessary to assure attendance by DO senior officers.

2. A major difficulty faced by the Directorate of Operations in participating in an executive training program is the current manpower limitations which make it difficult to project our participation in even the most modest of courses or programs. An example is the one-week Levinson Seminar where we were forced in the June 1983 running to give up three of our allotted six seats. Nine operations officers, much against their personal preferences, had to drop out as candidates for the seminar. These limitations dictate that we must qualify any suggestions concerning DO participation in Agency-wide programs. Current projections are that we are very likely still several years away from having the necessary manpower to participate broadly in middle and senior level training courses. Consequently, the suggestion that the Executive Short Course be made mandatory for all new SIS Officers, would have to be applied with some flexibility since many of the new DO SIS Officers are assigned overseas when promoted. For example, of the [   ] Officers just promoted to SIS-1, [   ] are in the field and will be there for at least another year. To offset this, the DO would be willing to include the participation of promising GS-15s in the program if it would be helpful.

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3. An important principle which must be kept in mind as we work towards defining the role of formal training courses in executive developmment is that this process should not replace the existing promotion system within the DO. The multiplicity of challenges and opportunities for professional and personal growth in the DO, especially in field assignments, may well be unmatched in any other organization. Thus, regardless of the shape, length or format of any formal training courses, we in the DO think it essential that early, formal identification of "comers" be avoided in favor of the system of merit which has been developed with such care the past two decades. In sum, training can and should complement officer development but it is, overall, subsidiary to the work itself as a development tool.

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John H. Stein

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